

Grade Level: First Grade

Content Area: Geography

Objective: Students will explain that maps and globes are different representations of Earth. Use terms related to directions. Recite address. Distinguish between water and land on a map. Create simple maps showing both human and natural features.

Vocabulary: Teachers- please note that students should work collaboratively to develop definitions for each vocabulary word based on research and background knowledge

word	natural feature, physical feature, map globe, address, country
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Procedure

Session 1 Can be done in a computer lab or as a whole group.	<ul style="list-style-type: none">• Show students a globe and have students find their state and then Africa. Ask students how a globe is different than a map. When would you use a globe and a map?• Revisit Brian's Community Glog. Click on the link that shows the map of Kenya. Click on photos and explore the different sites you see.• Discuss the difference between physical features and natural features. Identify what pictures represent physical features and natural features of Kenya on the map.• Discuss and make a master list of what physical features and natural features you see in your community.• Students will use this list to help them create a map later in the week.
Session 2 *Students will need to have their home address for this activity. This can be done as a whole group, small group, or individually in the computer lab.	<ul style="list-style-type: none">• Pull out Brian's letter and ask students how he knew where to send the letter. What makes an address important? What would Brian have done if we didn't have an address?• Ask students how an address can help us find places on a map?• Pull up MapQuest and show students how to put in an address on the "Get Directions" section. Also, put in the school address. Show students the highlighted route from their house to school and the written directions.• Allow students to enter their address and school address and print the copy for them.• Have students practice telling a partner how they would get to school according to the directions from MapQuest.

Session 3	<ul style="list-style-type: none"> • Remind students that Brian wants to be a pilot when he grows up. Discuss what “geographical tools” he might need to fly a plane. • Divide students into groups telling them they are going create a map of the flight pattern that Brian would need use to get to their state. • Pass out maps and globes to help them decide on the best route. • When students are ready they can draw their route on blank world maps using symbols. Students should also add human and natural features, identify water and land, a compass rose and have a map key. • Share out as a group and keep maps to mail to Brian with the letters.
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Differentiation Strategies:

<p>Special Education</p> <p>1) Provide students with a labeled map.</p>	<p>Gifted and Talented</p> <p>Students can calculate different routes and determine which route would be the fastest and why.</p>	<p>English Language Learners</p> <p>1) Provide students with a labeled or partially labeled map to compare to their blank map</p> <p>2) Give additional background knowledge and vocabulary.</p>
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